

**Welcoming Remarks at Opening Ceremony,
Developing the ICT in Education policy-Maker Tolkit at
Queens Park hotel, 2-4 March 2004**

8:30 am, 2 March 2004

**By Mr. F SHINOHARA, Manager, ICT in Education Team,
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**Distinguished Guests,
Outstanding Key speakers,
Participants, and
Ladies and Gentlemen,**

It is my great pleasure, on behalf of Mr. Sheldon Shaeffer, Director and Coordinator of ICT in Education Team of UNESCO Asia and Pacific Regional Bureau for Education or UNESCO Bangkok and of my own, Manager of ICT in Education Team and Programme Specialist in Higher Education a.i. of APEID in UNESCO Bangkok, to welcome all of you here to ‘the Expert and Policy-Maker Workshop on Developing the ICT in Education Policy-Maker Toolkit.’

This project, ‘ICT in Education Policies,’ is approved and funded last year, January 2003, as one of the fundamental and key projects under the newly established Japanese Funds-in-Trust Programme, ‘the Promotion of the Effective Use of

Information and Communication Technologies in Education,' or 'JFIT_ICT in Education Programme,' signed officially by both UNESCO HQs and the Japanese Government in October 24 2001, and started to implement in May 2002, which includes ten projects,

copied with

- (1) Education for All,**
- (2) EFA Framework for Action, Dakar, April 2000, and**
- (3) the UNESCO Programme and Budget reference materials such as 31C/4, 31C/5 ('Digital Divide'),**

aiming at

- (1) contributing to Bridging and Tapping the 'digital divide' and**
- (2) promoting 'digital inclusion.'**

The specific objectives of this JFIT_ICT in Education Programme are identified as follows; namely,

- (1) to help create an enabling and supportive policy environment,**
- (2) to promote the integration of ICT in both**

**formal and non-formal education programmes, and
(3) to strengthen the training and professional development of teachers and non-formal education facilitators.**

The ten projects are carefully created and developed under this Programme, and as a result they can be divided into five categories as follows; namely

(1) Projects directly referring to the training of teachers and related personnel focusing on the integration of ICTs into curriculum and development of its related materials, which include three projects;

(a) ‘Training and Professional Development of Teachers and Other Facilitators for Effective Use of ICTs in Improving Teaching and Learning (incl. Gansu Project)’;

(b) ‘Establishing the Effective Use of Information and Communication Technologies (ICT) in Education for All (EFA) in Cambodia’ and

(c) ‘Training of Teachers in Information Technology (IT) to Meet the Emerging Needs of New Learning Environment.’

The latter two projects are marked as so-called country-specific projects.

For the Cambodia Project this time we have a participant who is in charge of its implementation.

The second (2) category will be identified as Projects which focus on the establishment of salient networking, taking into account of the characteristics, disparities and diversities, of this region, which include two projects, namely

- (a) ‘Strengthening ICT Use in Schools and SchoolNet in ASEAN Setting,’ and**
- (b) ‘ICT Application for Non-formal Education Programmes,’**

The third (3) category is specialized in terms of the field, which is the technical and vocational education, targeting the establishment of the delivery system in that field, ‘Improving management and delivery of Technical and Vocational Education (TVE) through the application of ICTs,’

The fourth (4) category is consisting of three Projects, which aims at supporting the other seven projects under this Programme, such as

- (a) ‘The Establishment of a Regional Clearing House in Support of ICT in Education Programme in Asia and the**

Pacific,'
(b) 'Performance Indicators on ICT Use in Education,' and
(c) 'The Meta-survey of the Asia-Pacific Programme on Promoting the Effective Use of Information and Communications Technologies in Education,'

and

For the fifth (5) category, this project, 'ICT in Policy Project,' is placed in to serve as a key role to other nine projects, aiming to support help create an enabling and supportive policy environment in this region, as I mentioned in the objectives of this Programme before.

For more information about these ten projects, you will find them both in the brochure in your Workshop kit before you and on the WebPages at UNESCO Bangkok as well.

As we all know well that Asia and the Pacific is a vast region of over three billion people, containing almost 60 per cent of the world's population, and only 28 per cent of the world's wealth. It is the largest of the

UNESCO regions in terms of both geographic size and population, and includes two countries each with a population in excess of one billion people, as well as many small nation states. Countries of the region differ greatly in ethnicity, social characteristics and the extent of their recent economic development, with striking differences between rich and poor countries, and between rural and urban areas.

In addition, as all of you are aware that family- and community- based society, which contain tangible and intangible treasure for education and human sustainable development, is another dominant feature in this region, which is completely different from western culture and society, even though among younger generations in this region this feature are becoming lost. Because of that, for example, in the global age teaching and learning about indigenous or local wisdom and knowledge or how to integrate these knowledge into the curriculum are becoming one of the key issues in this region, leaving the declaration of principles by the WSIS 2003, World Summit on the

Information Society, Geneva December 9 2003 out of consideration.

Taking another example, on the other hand, one of the features of education system in this region, which is called as multi-grade teaching-learning system, is identified so far as the disadvantage among all educators both in this region and in other regions. But highlighted from the specific functions and capabilities of ICTs, it will be able to change into the advantage, or rather we will be taken such disadvantage into account for the coming multimedia or ubiquitous network society so as to make it advantage by utilizing ICTs..

The diversity, disparities and such dominant features of education and culture and society in this region mentioned here as examples should be also clearly reflected in this Project in principle.

I understand that this present Workshop aims at developing a clear 'blueprint' for the tools developed as an output of the first activity, which is formed by two separate meetings, 18-21 February 2003 meeting and 22-25 April 2003 meeting. Between the two meetings the participants had the

collaborative work to exchange their experiences and information they received and learned each other through the Internet facility, and at the same time this Workshop aims at serving as a follow-up activity of these series of activities from February to April 2003.

The detail, on the past activities and its outputs and on the present ones, will be explained and shared by Cedric, the project officer of this challengeable and significant Project in the Japanese Funds-in-Trust ICT in Education Programme.

Last but not least, I wish all of you enjoy yourselves not only at this innovative Workshop bearing in your mind on

- What is JUST A FASHION, changeable or rather being disappeared within one year or even six months, and**

- What is NOT changeable or What should NOT be changed and What is SUBSTANTIAL for teachers and students for education and humane sustainable development, but also**

in late autumn of Bangkok, which is said most comfortable before too hot summer season in May.

Thank you for your attention.